DOCUMENT RESUME

ED 196 870 SP 017 250

AUTHOR	Saily, Mary, Ed.; And Others
TITLE	Educational Research and Development Report. Volume 3, Number 3.
INSTITUTION	Council for Educational Development and Research, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	80
NOTE	21p.
JOURNAL CIT	Educational R&D Report: v3 n3 Fall 1980
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Communication Skills; Economic Factors; Elementary Secondary Education; *Equal Education; Financial Support; *Rural Education; School Community Relationship; *School Taxes; *Teacher Effectiveness

ABSTRACT

In the first article of this report, a discussion is presented of the increasing tensions between fiscal conservatives and education reformers. While educational equity is mandated by the federal government, states frequently have difficulty in complying with satisfactory programs because of growing resistance to taxes to support the schools. Suggestions are made on how research can generate alternatives to avoid an impasse. The current problems facing rural schools and communities are considered in the second article. Lists of educational resource materials and referral services are provided in this issue, as well as announcements of new publications and of recent research on schooling. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ERIC/RIE

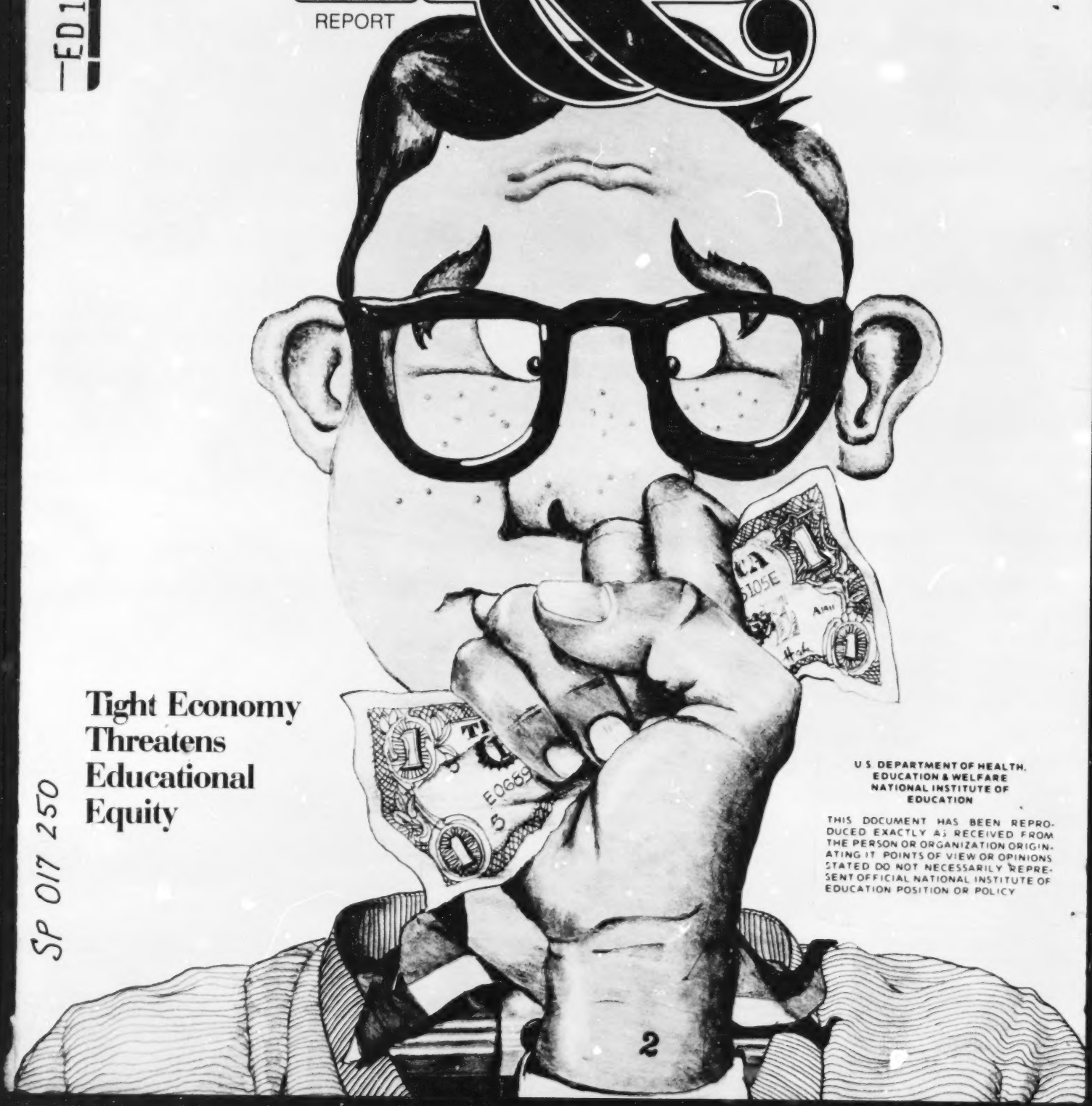
VOLUME 3, NUMBER 3

EDUCATIONAL R&D REPORT

FALL 1980

ED196870

NOV 4 2000



Tight Economy Threatens Educational Equity

SP 017 250

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Tight Economy Threatens Educational Equity

Stanford Researcher Predicts Increased Confrontation Between Education Reformers and Fiscal Conservatives

by John Hollifield

The battle lines are being drawn. Small skirmishes are occurring on the outskirts of town. The tension is building almost day by day.

If this were a simple old-fashioned struggle of good versus evil, you'd know who and what to cheer for. But it's more complex than that. It's the people like you and me who want schools to be humane and equitable versus the people like you and me who want to pay less taxes and balance the budget. It's various groups, including all levels of government, and they're all counting their treasuries, marshalling their forces, and inexorably heading for the coming shootout at the O.K. Corral.

No one is likely to win in this shootout — least of all, America's school children.

And in the middle of the dusty street that leads to the corral, working to avert the coming shootout (or at least to minimize the damage inflicted), stands Hank Levin and the Institute for Research on Finance and Governance, Stanford University (Stanford Center).

Levin, the soft-spoken director of this national research center, somehow generates optimism even as he discourses on the very pessimistic prospects that surround educational finance.

Who should pay

"We are right now on a collision course," he says. "The momentum of movements in the sixties and seventies to address educational inequity is running head-on into the current fiscal conservatism created by a tough economy, declining school enrollments, tax limitations, and growing disenchantment with the public schools."

Levin describes the major problem crisply. The costs of education are increasing rapidly, due to the expense involved in promoting equity and the inflationary pressures we all know so well. At the same time, old methods of financing (mainly through property taxes) have been decreed illegal, eroding the financial bases of local school districts. In the middle are the states, which are constitutionally responsible for providing public education. And state officials are wondering how they can get the job done in the face of increased costs and public unwillingness to pay.

"The increasingly important question is who should pay, how much, and for what," says Levin. "And when you examine this question, you can't just talk about equitable financing — you're immediately caught up in issues of governance, law, history, and politics. All these factors are heavily embedded in various movements that are offering financial alternatives.

"Privatization is one such movement. This is simply the notion that individuals should pay their own educational costs. The theoretical justification is that education costs should be paid by whoever benefits. And it can be argued that education does benefit individuals by providing skills, knowledge, and increased earning power.

"Privatization is pushed forward by fiscally conservative movements to cut public tax contributions, such as Proposition 13 in California. Tuition tax credits also reflect this concept, as does the continuing interest in experimenting with voucher systems."

In a voucher system, parents would be given a certain amount of credit to "buy" the education they want for their children from the school that they think will provide what they want. Schools would thus compete to attract students.

Despite the seeming democracy of such an approach, Stanford Center studies of voucher experiments have concluded that, even with heavy and detailed regulation, voucher systems would promote large inequities in society. "Voucher approaches would increase stratification of schools along lines of income, politics, ideology, religion, and race," explains Levin. "That is, schools would become increasingly homogeneous."

Congress legislates equity

"An opposing movement," he continues, "is the attempt to convince the federal government to pay a larger share of education costs. This movement is also based on the theme that whoever gets the benefits should foot the bills. The argument is that educational benefits are national because schools prepare young people to maintain our society and contribute to the national economy. Thus, conclude proponents, the federal government should pay a greater share."

The federal government currently pays about 8 percent of education costs. The amount of state funding

John Hollifield is assistant director of the Center for Social Organization of Schools, Johns Hopkins University.

"The increasingly important question is who should pay, how much and for what."

ranges from full coverage of the remainder, in some cases, to as little as 25 percent, in others.

If the federal share should be increased, the who would be answered but the how much and what for would still be a problem. The National Education Association has long recommended that each level of government — federal, state, and local — pay one-third of the costs of education. But this suggestion is based on the Solomon-like logic of simply dividing things up evenly, rather than on any compelling research evidence.

"Suppose the federal government did decide or was persuaded to increase its funding share," says Levin. "Would it be, or should it be, in the form of general aid or categorical aid? States or local districts can use general aid for any educational purpose they choose, whereas categorical aid is targeted for particular groups of students or types of education.

"Thus, it's difficult to legislate and promote equity considerations through general aid," he continues. "And the federal contribution is historically tied to the promotion of equity. In fact, most recent increases in both state and federal funding have been categorical. For example, they have been directed toward compensatory instruction for disadvantaged students, bilingual programs, vocational education, and education for the handicapped."

Mandates pressure states

"But with federal funding have come the mandates that cost much more than the increased funds cover," Levin states.

Thus, while no one questions that equity is good per se, the states are put in a bind by the federal mandates. The Stanford Center director uses the most recent mandate, handicapped education, for his example.

"This mandate drives up special education costs tremendously, but the federal contribution is only about 8 percent. The states have to come up with the rest of the financing, but they can't. So they do what they can with what they have, and carry out parts of the mandate.

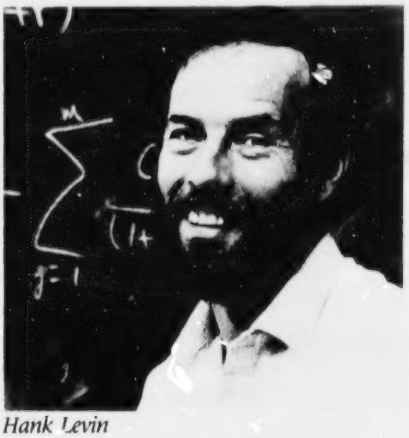
"Now this is a good mandate — everyone agrees that the handicapped must have equitable education," Levin continues. "But the state and local systems don't have the financing to fully meet the mandate, so they get the flak when implementation falls short. The federal agencies are the heroes, the states are the cads. It may reach the point where some states decide to opt out of the system — to turn down federal financing — so they don't have to keep struggling to comply with mandates that they just can't achieve."

The pressures on the states are intense. A recent court ruling in Pennsylvania, for example, supported the contention that seriously retarded students in the state must not be limited to the school system's basic 180 school days per year. Instead, they must have year-around education in order not to lose the gains that they make during the regular school year. Again, the logic and motivation are sound and humane, but who will have to absorb the increased costs of providing the year-around education?

Stanford Center research is focusing on the problem of funding the handicapped mandate by examining various state funding formulas and how they're derived and implemented. An effective formula should, in theory, give the state a consistent method of distributing handicapped funds to districts in an equitable manner.

"Formulas in each state are a mixture of motivations, guidelines and regulations, state history, and politics," says Levin. "Our research shows that these formulas have to incorporate political concerns — that is, satisfy all the school districts that have political power — or they will be unacceptable and unworkable.

"Also, we've worked on trying to estimate just how much special education will cost this country during the next year, and we've found that we'll need about $3.5 billion in additional funds. No one knows where this money will come from. We're going to need wise policy and program decisions to lower the need or find the funds."



Hank Levin

Studies clarify issues

In a special effort to respond to the need for good policy information about the efforts of federal and state mandates, the Stanford Center is setting up programmatic studies of categorical grants in education. The studies will examine the effectiveness of categorical funding for delivery of services; the politics, legalities, and administrative problems involved; and the alternatives to categorical grants.

Another area being researched is big-city education finance. "This is an

increasingly thorny problem," states Levin. "We're looking at New York, Chicago, and Cleveland, cities that are experiencing big problems in funding their education systems.

"Our research approach in this case is unique. We're having a detailed case study conducted so we can examine what has happened to those three cities and how their bankruptcy problems could have perhaps been avoided. This analysis should provide some alternative policies for other big cities to consider."

The research is being conducted by Joseph Cronin. "As former state superintendent of the Illinois public schools, he obviously has some strong experience to bring to the research," says Levin.

"And that's one way our research center works. We have a corps of professional people who collaborate on research in substantive areas, such as categorical grants. But we look for specific projects to be accomplished by others outside the Center when it's more appropriate to do so.

"Most of our efforts are funded by the National Institute of Education. And they're all directed toward our mission, which is to build a coherent knowledge of education finance and governance. Still, we can't do everything."

Research generates alternatives

Just what can a research center do? It can analyze the skirmishes that are occurring, learn from them, and offer policy advice and even some suggestions for solutions. For example, the Stanford Center is researching the current financial problems faced by the states due to the declared unconstitutionality of local school district financing based on local district wealth.

"This is a real reform movement in education finance," Levin states. "It's a movement from local tax support based on local wealth toward state tax support that will ensure equitable financing for all districts." To assist the states, the Stanford Center is developing a "cost-of-education index" that will provide weights for various district costs and give states a general formula to follow for equitable distribution of funds.

"The federal agencies are the heroes, the states are the cads."

A research center can also, according to Levin, identify approaching areas of major impact — such as categorical aid and big-city school problems — and propose programmatic research in those areas that will give decision makers some solid alternatives from which to choose.

"The legalization of education is another area that will have major consequences," says Levin. "And here is where the interrelatedness of finance, governance, law, equity, and politics is perhaps most apparent. More and more, education policy is being litigated and settled by the courts, such as in the desegregation area. Every day, we're seeing more expansion of regulatory apparatuses and increased rule-setting, such as in handicapped education policy.

"The effects are uncertain. Of course, leadership has to be taken, maybe by the courts and the Congress, to create the push that will produce equity in our school systems. But there's the real risk of turning teachers into automatons — having them exist mainly for the prescribed purpose of carrying out the rules and regulations.

"For example, we require teachers, through regulations, to prepare individual educational plans for all handicapped students. But passing a law doesn't ensure compliance, especially when the time and financial demands are very difficult. We face two possible consequences — teachers become robots carrying out the rules, or they become disenchanted and rebellious. Surely these are not two alternatives that we want our education policies to generate."

"Alternatives" is a key word for Levin. "We're in the middle of the funding crunch in education," he says earnestly. "Educational equity is humane and vital but it must be backed financially, and resources are becoming more limited. Our research job is to examine this whole complex relationship and be able to say, with conviction, that in some cases there are alternatives.

"Some privatization may be an alternative, revised and efficient funding formulas should help, maybe increased federal contributions either categorically or generally are needed, and maybe we really can figure out mixes of categorical and general aid that will reduce the pressures.

The job is to determine what the alternatives and their effects are, to get them into the policy-making process, and to not only avoid the collision between increased equity needs and fiscal conservatism, but to improve the entire education financing structure."

For more information about specific topics discussed by Hank Levin write him at the Institute for Research on Finance and Governance, School of Education, Stanford University, Stanford, CA 53405. You may also ask to receive announcements of research reports published by the Stanford Center as well as a quarterly newsletter, *IFG Policy Notes*. Each issue of the newsletter covers a finance and governance topic. For example, the theme of the current newsletter is "Are the Courts Running the Schools?" An upcoming issue will feature special education.

Country Schools
Forgotten But Not Gone

Small Schools Face Problems, Including Perception They are Poor Cousins of Urban System

by Linda Shalaway

The country school—that symbol of learning and discipline, backbone of public education, molder of American character—is in trouble.

With so much attention focused in recent decades on the highly visible urban schools, America's small, rural schools have been virtually forgotten.

But small schools, even the one-room variety, are still very much a part of the public school scene. From Indian reservation schools, to those serving Appalachian areas, Midwest farms, New England fishing villages or Oregon logging camps, this country has a rich diversity of rural schools. And such schools are responsible for educating nearly one-third of our youngsters.

In Nebraska alone, 700 school districts have fewer than 300 pupils, according to Paul Nachtigal, director of a rural education project at the Mid-continent Regional Educational Laboratory (McREL) in Denver. "Of these Nebraska schools," says Nachtigal, "418 serve fewer than 15 students, and 146 serve from 15 to 30."

Small schools such as these face some not-so-small problems. Like trying to survive the good intentions of urban-based educators who view them simply as the poor country cousins of the larger, "better" urban schools.

"The assumption in rural school reform has been that the problem with rural education is that it is not urban—that the rural school itself is the problem," says Nachtigal. He points out that attitudes like these are reflected in a long tradition of unsuccessful attempts to improve rural education.

Gone, maybe, are the chalk slates, pot-bellied stoves, hickory switches, and old-maid schoolmarms, but rural schools have a character all their own. They are not simple tiny versions of their urban counterparts.

Community influences school

Nachtigal, who was a rural student himself and later a rural teacher, explains that being rural means more than being small. In a recent study funded by the National Institute of Education (NIE), he identified sociological characteristics shared by rural schools and communities across the nation. The study reviewed efforts to improve rural education in 14 schools in different parts of the country.

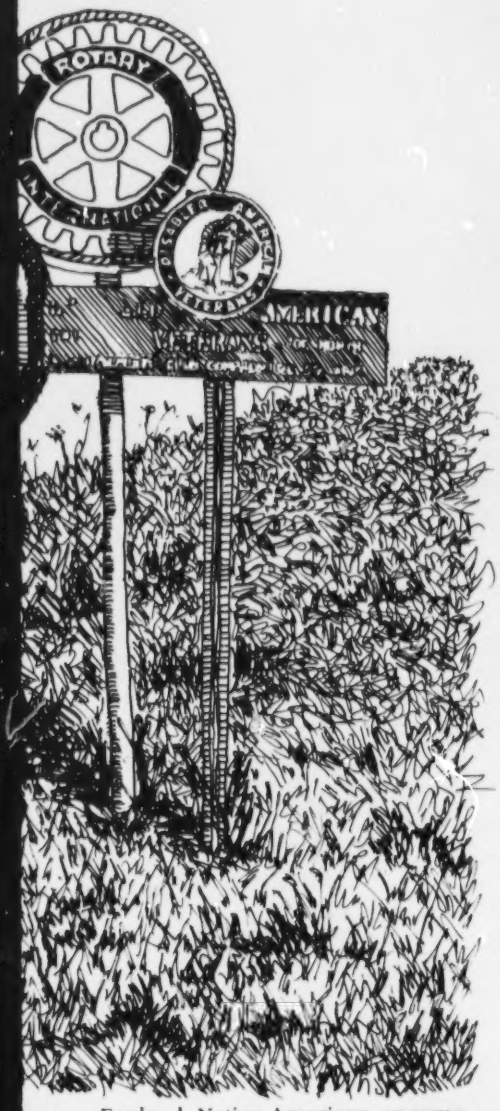
The schools and their clientele varied greatly from region to region, but the most important factor in each situation was the influence of the community.

"In rural America, schooling is the community's business," says Nachtigal. And that, in no uncertain terms, is the crux of the matter.

Nachtigal found that these rural schools and their communities were homogeneous, tightly knit groups. Individuals tended to be self-sufficient, generalists, and self-employed. They held traditional values, whether those values were traditional Midwest, New

---

Linda Shalaway is a free-lance writer who resides in Stillwater, Okla.



England, Native American, or some other type. Schools tended to be non-bureaucratic, with more verbal communication among staff than written communication or formal memos. And when instruction or school policy decisions were considered, *who* suggested a change or innovation was more important than *what* was actually suggested.

"Because of these social characteristics, we have to look at rural schools and communities as one integrated whole," Nachtigal stresses. "That's where a lot of past improvement efforts have failed. They've ignored this 'reality of the rural school.' "

Previous improvement efforts were characterized most often by attempts to consolidate small schools into large schools. The argument was that larger schools were cheaper to run, had more to offer their students, and would be more effective instructionally because they could afford to hire specialist staff. A further incentive for consolidation was federal and state funding, which was usually allotted on the basis of student numbers.

So schools consolidated. But the economy or instructional efficiency achieved was offset by disruptions to the community and high transportation costs. Nachtigal reports that one consolidated district in Nebraska, for example, spends one-eighth of its total budget on transportation. And that's not even considering the effects on students who are required to ride the bus two or three hours daily.

"Rising transportation costs and declining enrollments are going to force schools to look at other options," says Nachtigal. He also points out that citizens' groups such as the Iowa-based People United for Rural Education are fighting the consolidation movement and are determined to preserve community schools.

Workshops create experts

What can be done, then, to improve rural schools?

"The responsibility for improvement must be placed on those working in rural education and those who live in rural communities," says Nachtigal. "A lesson that comes through exceedingly clear from earlier efforts is that planning done *for* people does not lead to successful implementation."

Recognizing this "fact" of rural schooling, McREL has been designing workshops and forums since January 1980 to bring teachers, administrators, community leaders, and state personnel together to work on problems of rural education.

These individuals come from communities in McREL's seven-state region: Colorado, Wyoming, North and South Dakota, Nebraska, Kansas, and Missouri. The purpose of this NIE-funded effort is to offer alternative strategies and policies for rural schools, and to test the findings of Nachtigal's earlier study.

At one workshop, held last summer at the University of Nebraska, McREL and university staff members discussed the unique characteristics of rural schools. They then presented participants with some instructional techniques and a "smorgasbord of ideas" appropriate for rural schools, such as using local resources as tools for teaching and learning.

Another workshop is scheduled for this fall at South Dakota State University in Brookings. Here, teachers, administrators, school board members, state department personnel, and university staff will discuss rural community social structures, the professionalization of schooling, cooperative services, and other rural education issues. The "hidden agenda" in all this, says Nachtigal, is to create local experts on rural schooling.

Future workshops will be held in other states within the McREL region. All are geared to school districts serving fewer than 300 students.

"These are the schools having the most difficulty providing education under the 'one best system' they're forced to operate under now," says Nachtigal.

The "one best system" he refers to, a term coined by David Tyack in a book of that title, is the process of basing all public schooling on one model. He explains that the "one best system" is implicit in the ways schools operate. For example, school curriculum is determined by textbooks that are largely written for the profitable urban audience; testing is standardized; teacher education and credentialling are similar, regardless of the teaching locale; and school schedules and finance structures are fairly fixed nationwide.

"In short," says Nachtigal, "there is a deliberate effort to make schooling an assembly line production based on what's best for urban schools."

Small can be good

"Current improvement efforts must look at the inherent strengths of small rural communities rather than at their deficiencies in terms of an urban system," he continues. And that's what the McREL program does.

For instance, McREL is developing materials and guidelines to help small schools draw on community resources, including both the natural environment and individual community members. Nachtigal points out that

"In rural America, schooling is the community's business."

students can learn botany by studying local plants, sociology by doing community surveys, and history by interviewing older community members. An obvious example of this type of learning is the highly successful *Foxfire* series, publications produced by rural students in Georgia to record local customs, folklore, and crafts.

"Another promising possibility for improvement," says Nachtigal, "is to move toward a more integrated curriculum using longer blocks of time and allowing schools to cooperate in hiring subject matter specialists." He notes that cooperative hiring of specialists is difficult within the confines of the "one best system," where subjects are taught daily in allocated time slots and shared specialists have to drive all over the county or state to spend time each day in each school district. But if rural schools would change their management policies to allow for flexible scheduling, they might be able to have a specialist teaching science, for example, half a day each week.

"These are the types of alternative management policies we are suggesting for the improvement of rural schools."

One of the most obvious inherent strengths of the rural school is its small classes. Small classes allow teachers to give their pupils a lot of individual attention. Further, because rural communities are so close-knit, teachers know a lot about each child's background and needs and can design instruction to meet those needs. Nachtigal stresses that rural teachers and administrators must learn to take advantage of small size instead of viewing it as a handicap.

Another suggestion Nachtigal has for improving rural schools is to "make them agents for rural development."

"As things are now, rural schools really only provide kids with the opportunity to leave. If they do stay, it's in some menial capacity. Daryl Hobbs of the University of Missouri suggests that instead of funneling students out of the community and into urban areas, rural schools could identify new or expanded services needed in the community." Schools could then work with community members to set up training programs for students and help them to go into business for themselves.

Nachtigal is referring to more than just the standard vocational training programs already operating in many schools. He's talking about "training kids to be entrepreneurs, providing them with the skills to run a small business, and letting them know that their services and businesses are needed locally." And this, he emphasizes, requires the cooperation of school and community.

Staff turnover causes problems

Perhaps the most important strategy for improving rural schools is to create a stable staff of both teachers and administrators.

"Program quality in small schools is almost entirely people dependent," says Nachtigal. "And building a quality program when 50 percent of the staff turns over every two years is very unlikely."

High staff turnover, in fact, affects most rural schools. Small "Class A" schools in Missouri, for example, experience a 22 percent annual turnover, compared to 9 percent in the larger "Class AAA" schools.

Why the constant turnover in staff? There are two reasons, according to Nachtigal.

First, individual teachers in small schools are highly visible, so those doing an exceptional job are usually lured away to larger districts that provide higher salaries and increased opportunities. The way to correct this situation, obviously, is to give rural teachers and administrators wages and opportunities comparable to their urban counterparts, says Nachtigal.

The second and more complex reason behind high staff turnover is the friction that frequently arises between community members and teachers or administrators who are "outsiders." Most teachers trained professionally come from urban and suburban areas, and they neither understand nor become a part of the rural community, Nachtigal explains.

"In a situation where the school and the community are an integral whole, the cultural fit between the community and the teaching staff is critical," he says. "The best things happening in rural education are where there is continuity of staff, and where staff members are or become members of the local community."

Nachtigal believes that both staff continuity and "cultural fit" can be improved through teacher training.

"Teacher education must train people to understand rural communities and concerns of rural education," says Nachtigal. He notes that

there are only a few good programs for training rural teachers. For example, Brigham Young University and Colorado State University both have programs to take preservice teachers into rural communities for a few weeks. And Kansas State University has established a Rural Education Center.

Another strategy for creating a stable rural school staff is to train local residents as teachers and administrators by taking university-based training programs out into the communities.

"This would prevent the severence of cultural ties, which often occurs when people from small communities go to the university and never return," says Nachtigal. As he sees it, McREL could assist by pulling together data and statistics on a certain area, identifying a cadre of potential educational leaders, and supplying some funds to start the training, which would then be supported by the state, university, or local school district.

"The consolidated school is fairly traumatic to some rural students."

Home visits benefit kids

Training local residents was also an important aspect of a rural education project at the Appalachia Educational Laboratory (AEL) in Charleston, W. Va. The project involved a home visitation program, in which local residents were trained to enter homes in their community to prepare young children for the public school experience.

"The home visitation program was an alternative to kindergarten," says Edward Gotts, director of AEL's Division of Childhood and Parenting. Gotts explains that kindergartens just did not exist in many parts of Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia and West Virginia when AEL began the program in 1966.

"Rural kids had little experience with strangers or adults other than family members before they entered first grade," says Gotts. "When they entered school, these students would seem withdrawn, showing symptoms of what some have called the 'consolidated school syndrome.'

"The consolidated school, where students travel many miles to areas outside their community, is fairly traumatic to some rural students," Gotts continues. He suggests that students be prepared for the consolidated school experience, which he believes is inevitable, although not necessarily beneficial.

The AEL project also included a television show that participating children were encouraged to watch, and a mobile classroom that made the rounds to rural communities. While the project is no longer formally operating under AEL, materials and strategies from the effort are widely used in the Appalachia region and elsewhere.

AEL's home visitation program gave rural children a much smoother transition into first grade. In fact, Gotts reports that these children did as well or better in first grade than the children who had attended kindergarten. Further, the home visitation program cost about half as much as operating kindergarten for the equivalent number of children.

"If educational ideas were adopted on the basis of their efficiency and effectiveness, this program would have been developed regionwide," says Gotts. But he points out that by 1971, the decision had already been made in most of the states to establish kindergartens.

Current efforts at AEL include a long-term follow-up, funded by NIE, of the children and parents who first participated in the home visitation program. School and interview data are still being analyzed, but Gotts reports that the participating children had higher grade point averages and higher achievement on standardized tests throughout their school careers than other students. Also, they demonstrated significantly fewer behavior and adjustment problems.

Some degree of the program's success, says Gotts, can be attributed to the local community members who served as home visitors. These people were known and trusted by parents, which certainly had something to do with the fact that 95 percent of the parents initially contacted agreed to participate in the program. The home visitors also contributed their insights in the development of the materials and resources resulting from this program.

School boards increase skills

The concept of training local residents for active participation in the schooling process is carried still further at the Northwest Regional Educational Laboratory (NWREL) in Portland. NWREL's Rural Education Project sponsors a series of workshops to help school board members in rural communities operate more efficiently and effectively. Funded by NIE, the project began in

1978 and is scheduled to continue through November 1982.

"The concept of local control in education is at the heart of this effort," explains program director Robert Bates. "School boards represent the local community and exemplify the concept of local control, and local control will remain or fade away to the extent that local school boards are competent, functional, and effective."

The workshops for board members feature films and instructional materials organized around seven topics: time management, effective board meetings, communication with the community, policy development, evaluation, legislative activity, and board-staff relationships. Materials are still being developed, but the workshops are already being conducted in Alaska, Idaho, Montana, Oregon, and Washington. National dissemination of these workshops and materials should occur by 1982, according to Bates.

In view of these various programs, the improvement of rural education seems to be a question of local control and involvement. Nachtigal admits that it is difficult to "sort out some of these ideas and suggestions from traditional conservatism."

"It's a sensitive issue," he concludes. "In terms of programs, I think we have to be new and innovative in our thinking about rural schools getting away from the 'one best system.' Politically, however, I think we'll have to be more conservative and look to local control. But local control is certainly no panacea.

"The important thing," he continues, "is recognizing the differences between rural and urban schools and accepting reality."

Meanwhile, the McREL project continues. An agenda for the next two years includes preparing a series of papers on public policy alternatives for rural education, continuing to address rural concerns through public forums and workshops, and establishing rural school improvement consortia in each of the seven states within the McREL region.

"Accepting the reality of rural America," says Nachtigal, "opens the possibility that rural children can receive a quality education designed specifically for their needs rather than a second rate program defined by urban standards."

Write for Resources on Rural Education

More information about the rural school efforts described in the accompanying article are available as follows:

- ☐ A copy of *Improving Rural Schools*, Paul Nachtigal's review of previous improvement efforts in 14 different locations nationwide and the conclusions he draws, can be obtained from him at McREL, 800 Pontiac Ave., Denver, CO 80220; 303/399-9285. A limited number of copies is available.
- ☐ AEL has prepared a brochure listing the papers and products from its home visitation program and other efforts in rural education, including a Home Visitor's Kit and reports on the program's effectiveness. For a free copy of the brochure contact the Division of Childhood and Parenting, Box 1348, AEL, Charleston, WV 25325; 304/344-8371.
- ☐ For information on NWREL workshops for rural school boards, contact Robert Bates, director, Rural Education Project at NWREL, 710 S.W. Second Ave., Portland, OR 97204; 503/248-6925.

Additional information about rural education is available from these sources:

- ☐ ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, Las Cruces, NM 88003; 505/646-2643. The Clearinghouse collects, abstracts, and indexes documents on rural, small school, outdoor, migrant, Mexican American, and American Indian education. It also answers specific questions, provides computer searches, and supplys materials at cost. Available free are printed brochures, a quarterly news bulletin, fact sheets, and mini-reviews of the literature. Contact Everett Edington, director, for more detailed information.
- ☐ National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210; 614/486-3655, or 800/848-4815. The Ohio State Center has published a comprehensive set of 16 handbooks for carrying out career guidance and counseling programs (K-14) in rural and small schools. The complete set costs $85, but the handbooks can be purchased separately. Also available is a *Facilitator's Guide* for training staff to use the series. The *Guide* includes 15 modules and three supplements keyed to the handbooks. The cost of the training package is $45; individual modules can be purchased separately. Contact Harry Drier, program director, for more details.
- ☐ National Rural Center (NRC), 1828 L St., NW, Washington, DC 20036; 202/331-0258, or 800/424-9679. NRC is an independent, nonprofit organization that offers a variety of information and research services on rural education, health, transportation, and community development. Its Education Division has recently completed a nationwide survey of rural schools. Information on such topics as curriculum needs, energy concerns, and community participation was collected from school adminstrators, teachers, and school board members. A summary of preliminary results will be available free this fall. Two publications can be purchased for $2 each: *Revitalizing Rural Education*, and *Imaginary Gardens, Real Problems: An Analysis of Federal Information Sources on Rural Education*. For more information contact Gail Parks, education director, or Susan Barron, education research assistant.
- ☐ *The Small School Forum*, Department of Education, Colorado State University, Fort Collins, CO 80523. Published three times a year, *The Small School Forum* is a new journal written by and for rural and small school educators. It is published jointly by Colorado State University, Kansas State University, University of South Dakota, and Southwest Texas State University with assistance from McREL. Subscriptions are $9 per year. But if you agree to become a charter subscriber now, you'll receive all three 1980-81 issues at no cost. Address your requests to Richard Fisher, executive editor.

MINI-LIST OF RESOURCES

ORGANIZATIONS OFFER RESOURCES FOR ORAL AND WRITTEN COMMUNICATION SKILLS

Each issue of *Educational R & D Report* features a "mini-list" from the Resource and Referral Service at the National Center for Research in Vocational Education, Ohio State University. This issue covers selected resources for assessing oral and written communication skills.

Additional information on this topic may be obtained from the regional educational laboratory in your area or from the Resource and Referral Service at the address below.

CEMREL, Inc.
3120 59th St.
St. Louis, MO 63139
Contact: Verna Smith, public information director
314/781-2900

Through a project called Research and Development Interpretation Service, CEMREL publishes a series of research analysis and synthesis products for local educators. The first report in the series, *Research Within Reach: A Research-Guided Response to Concerns of Reading Educators*, answers questions that classroom teachers, reading specialists, and school administrators have about reading instruction and assessment. It can be purchased for $4.50 from the International Reading Association (address below). A similar report on oral and written communication will be published in 1981.

Available from CEMREL for $3.70 is a book developed in cooperation with staff from the National Assessment of Educational Progress. *Composing Childhood Experience: An Approach to Writing and Learning in the Elementary Grades* (1979) offers teachers an approach to instruction in and assessment of expressive writing. The authors, Carl Kiau, Richard Lloyd-Jones, et al., describe and explain how to use the Primary Trait System, a method for evaluating student responses to specific writing tasks.

Center for the Study of Evaluation
145 Moore Hall
University of California, Los Angeles (UCLA)
Los Angeles, CA 90024
Contact: Jane Coogan Beer, public information director
213/825-4711

The UCLA Center publishes a series of products that categorize and evaluate all published diagnostic, prognostic, and assessment instruments used in American schools. Many of these products are available on microfiche in the ERIC system.

A series of monographs on testing, evaluation, and instruction as well as a handbook on criterion-referenced testing are available from the UCLA Center. Reports from a current project on writing assessment will be available in 1981. Write for more information on availability and cost.

The Committee on Diagnostic Reading Tests, Inc.
Mountain Home, NC 28758
Contact: Frances Triggs, chairman
704/693-5223 (9-11 a.m.)

The Committee on Diagnostic Reading Tests develops and distributes reading tests and teaching materials for students of all ages, kindergarten through adult. The diagnostic reading tests are nationally normed and can be machine- or hand-scored. The Committee supplies statistical data requested by clients and develops profiles of skills for individuals or groups.

Folders containing order forms as well as brief research reports and teaching materials are published twice yearly and are available upon request. Specimen sets, including test booklets and directions, can be purchased. For further information about prices and services, send a stamped, self-addressed envelope to the above address.

ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS)
1111 Kenyon Road
Urbana, IL 61801
Contact: Holly O'Donnell, user services coordinator
217/328-3870

ERIC/RCS acquires, abstracts, and indexes educational materials and research reports in the areas of reading, English, journalism, writing, and speech communication. *Evaluation in Writing*, a mini-bibliography of ERIC resources on that topic, is available on request. Information on resources for evaluating other communication skills can be prepared. Please contact the User Services Department for further information.

Since ERIC/RCS and the National Council of Teachers of English (NCTE) are located at the same address, they frequently co-sponsor publications. Two such publications are: *Development of Functional Communication Competencies: Pre K-Grade 6* and *Development of Functional Communication Competencies: Grades 7-12*. Both booklets were edited by Barbara Sundene Wood and can be ordered through either ERIC/RCS or NCTE for $1.50 each ($1.25 each when ordering 20 or more copies).

ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM)
Educational Testing Service
Princeton, NJ 08541
Contact: Marilyn Halpern, user services representative
609/921-9000

ERIC/TM prepares information products in the form of summaries, research reviews, bibliographies, reports, and papers on measurement devices and evaluation procedures. Results of three computerized searches are available from ERIC/TM on testing minority students, including American Indians, bilingual, and Spanish speaking students; a significant portion of this information involves testing in the areas of oral and written communication skills. Please contact the User Services Department for futher information on custom computer searches.

Educational Testing Service (ETS)
Test Collection
Princeton, NJ 08541
Contact: Elizabeth Ireland, test collection head
Alicia Dodd, assistant
609/734-5686

ETS is a private, nonprofit educational organization with primary emphasis on measurement and research. One of its departments is the ETS Test Collection, an extensive library of tests and other measurement devices that is open for on-site study. This department publishes a newsletter, *News on Tests*, that contains announcements of new instruments, citations of test reviews, new references, and testing conference reports. The subscription rate is $10 per year for 10 issues ($12.50 outside the U.S.).

Pamphlets listing major U.S. publishers of standardized tests and an annotated bibliography, *Measurements of*

Composition and Writing Skills, are available free from ETS Test Collection. Information on test and assessment materials in other areas of communication is also available, although no recent bibliographies have been produced.

International Reading Association (IRA)
800 Barksdale Road
P.O. Box 8139
Newark, DE 18711
Contact: Drew Cassidy, public information officer
302/731-1600

IRA, a professional organization for reading educators, produces publications on testing, measurement, and evaluation of reading. Two recent publications are:

- *Reading Tests and Teachers: A Practical Guide*, Robert Shreiner, ed., 1979. This guide discusses how to select tests, how to develop valid and reliable tests, and how to make tests valuable tools for planning and instruction; order #726, $4 ($2.50 members).
- *National Assessment of Educational Progress in Reading*, Robert Tierney and Diane Lapp, eds., 1979. This report discusses, interprets, and critiques the National Assessment of Educational Progress data on reading; order #723, $3 ($2 members).

National Assessment of Educational Progress (NAEP)
700 Lincoln Tower
1860 Lincoln St.
Denver, CO 80295
Contact: Wayne Martin, director of public information
303/861-4917

NAEP is an on-going national survey of the knowledge, skills, understandings, and attitudes of young Americans in 10 areas, including reading and writing. The age groups assessed are 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26 through 35. General reports, overviews, methodological reports and papers, and technical summaries concerning assessment results and findings can be ordered directly from NAEP or the U.S. Government Printing Office. Many of these publications are also available through ERIC or from groups such as the International Reading Association and the National Council of Teachers of English. Results of the third NAEP Writing Assessment will be released in late 1980. Half of the test items from this writing assessment and other NAEP assessments are made available at approximately $25 per set.

NAEP publishes a newsletter that highlights recent survey results and offers related information. Summary leaflets, a publications list, and a pamphlet titled "Questions and Answers about NAEP" are available free.

National Council of Teachers of English (NCTE)
1111 Kenyon Road
Urbana, IL 61801
Contact: Holly O'Donnell, user services coordinator
217/328-3870

This professional membership organization for English and language arts educators offers teaching aids, information services, and a wide range of publications. These are some of the publications offered by NCTE on the assessment of communication skills:

- ☐ *Measuring Growth in English*, Paul B. Diederich, $3.75 ($2.50 members).
- ☐ *Evaluating Writing*, Charles R. Cooper and Lee Odell, eds., $5.75 ($4.50 members).
- ☐ *Reviews of Selected Published Tests in English*, Alfred H. Grommon, $5.50 ($3.90 members).

National Writing Project (NWP)
School of Education
5635 Tolman Hall
University of California
Berkeley, CA 94720
Contact: Catherine Keech
415/624-0963

NWP, formerly the Bay Area Writing Project, has 74 sites throughout the country. Each is modeled after the Bay Area Writing Project which began at the University of California at Berkeley in 1974. Many published and unpublished materials concerning assessment in writing are available.

Several of NWP's curriculum publications deal with assessment in writing. The *California High School Proficiency Examination: Evaluating the Writing Samples* explains holistic procedures used in evaluating writing samples and includes student papers representing a wide range of student responses. In addition, 14 curriculum publications are available for $2.25 each, plus postage. Contact the Publications Department for a complete list of materials.

Northwest Regional Educational Laboratory (NWREL)
Assessment and Measurement Program
710 S.W. Second Ave.
Portland, OR 97204
Contact: Beverly Anderson, program director
503/248-6946

The NWREL Assessment and Measurement Program conducts research and development efforts in the areas of needs assessments, student testing, and program evaluation. Technical assistance and training in these areas are also offered to educators and school systems, especially in NWREL's six-state region: Alaska, Hawaii, Idaho, Montana, Oregon, and Washington. These items are available or in progress:

- ☐ *Direct Measures of Writing Skills: Issues and Applications*, Vicki Spandel and Richard Stiggins, $3.75.
- ☐ *Guidelines for Selecting Basic Skills and Life Skills Tests*, Beverly Anderson, Richard Stiggins, and Suzanne Hiscox, $4.25.
- ☐ *Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments*, in progress.

Speech Communication Association (SCA)
5105 Backlick Road
Annandale, VA 22003
Contact: director of educational services
703/750-0533

SCA has established a Task Force on Assessment and Testing to facilitate the flow of information on assessment of communication skills from members of the speech communication profession to federal, state, and local educational leaders. The Task Force has compiled a resource guide that includes criteria for evaluating instruments and procedures for assessing speaking and listening skills; standards for effective oral communication skills; and a list of professionals interested in assessment. This guide, *Resources for Assessment in Communication*, is available from SCA for $1, prepaid.

Resource and Referral Service
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210

R&D TRAINING

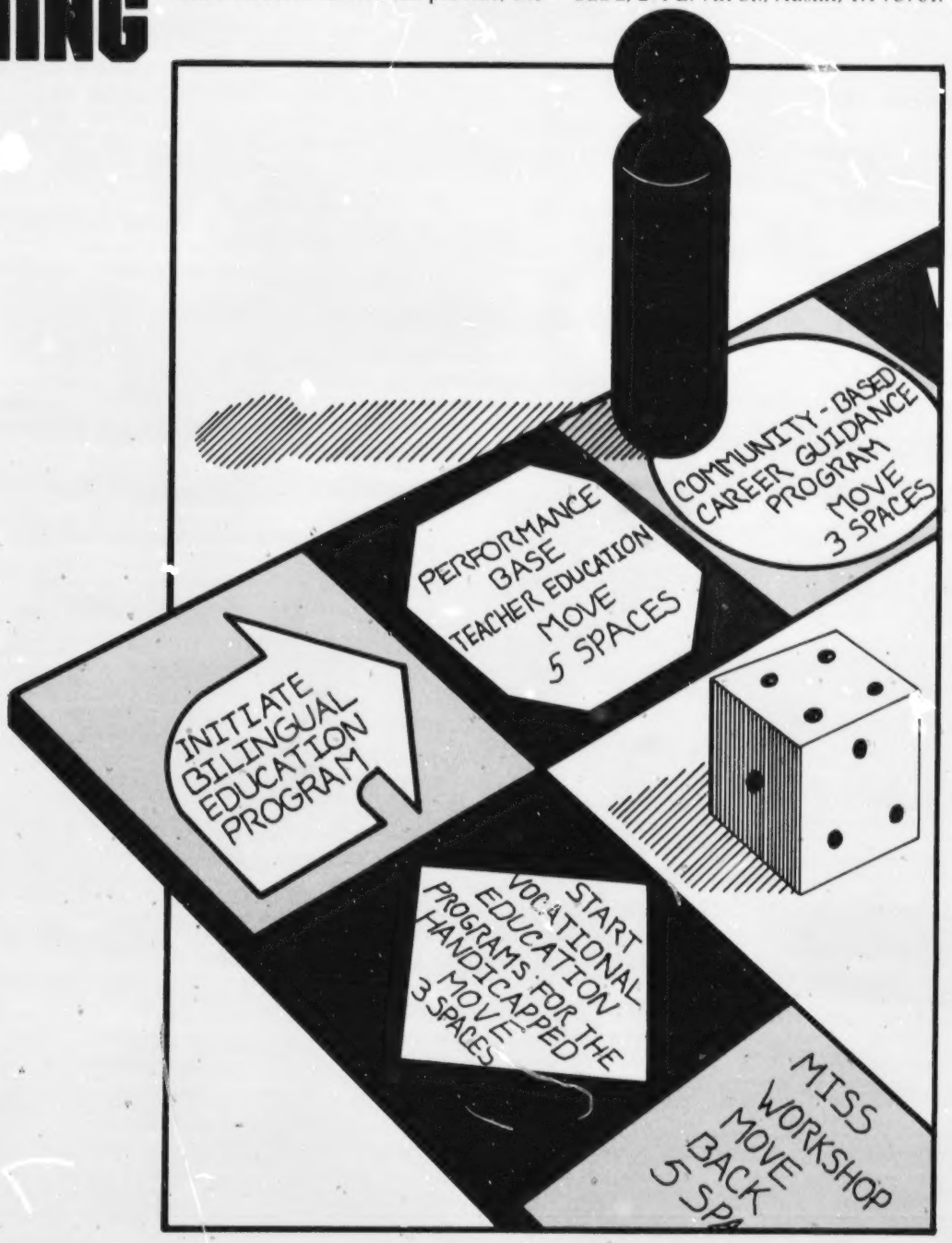
HANDBOOK DESCRIBES HOW TO BUILD RESOURCE SERVICE

The Southwest Educational Development Laboratory (SEDL) has developed a 156-page handbook on how to set up and maintain an educational information search service.

Information Search Services for Educators contains chapters on the types of products a resource service can provide; the uses of such a service; and suggestions for setting up record keeping systems and marketing the service.

Developed as a result of an SEDL conference on the topic, the handbook is useful to staff of both beginning and established search services.

Copies of the handbook are $8; only a limited supply is available. Order from the Office of Communications at SEDL, 211 E. 7th St., Austin, TX 78701.


COMMUNITY-BASED CAREER GUIDANCE PROGRAM MOVE 3 SPACES
PERFORMANCE BASE TEACHER EDUCATION MOVE 5 SPACES
INITIATE BILINGUAL EDUCATION PROGRAM
START VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED MOVE 3 SPACES
MISS WORKSHOP MOVE BACK 5 SPA

VOCATIONAL EDUCATORS INCREASE LEADERSHIP SKILLS

The National Academy, National Center for Research in Vocational Education, Ohio State University, is offering this year's final series of programs that provide leadership development opportunities for vocational educators.

The programs, based on the needs of local and state personnel who represent public and private institutions and agencies, are:

- ☐ "Performance-Based Teacher Education," Sept. 29-30, Hartford, Conn. ($50)
- ☐ "Curriculum Development," Oct. 14-15, St. Louis, Mo. ($100)
- ☐ "Competency-Based Staff Development," Oct. 20-21, Sacramento, Calif. ($100) and Nov. 18-19, Denver, Colo. ($50)
- ☐ "Planning and Conducting Workshops and Conferences," Nov. 10-11, Indianapolis, Ind. ($100)

The following are pre-sessions to the American Vocational Education's annual convention in New Orleans, La., Dec. 3-5:

- ☐ "Bilingual Vocational Education" ($100)
- ☐ "Business/Industry/Labor Vocational Education Linkages" ($100)
- ☐ "Experiential Education" ($100)
- ☐ "Vocational Education for Handicapped Persons" ($100)
- ☐ "Developing a Community-Based Career Guidance Program" (free)
- ☐ "Round Table Discussions: Learning About Ohio State Center Products" (free)

Additional information is available from the National Academy at the Ohio State Center, 1960 Kenny Road, Columbus, OH 43210; 614/486-3655 or 800/848-4815.

MATERIALS HIGHLIGHT EXPERIENCED-BASED LEARNING

Teachers and administrators can learn more about experience-based learning through a new package of materials, *Experience-Based Learning and the Facilitative Role of the Teacher.*

Developed by Far West Laboratory (FWL), the materials answer such questions as: What is experience-based learning? What is the teacher's role? What are the benefits? How is such learning evaluated?

The package includes five publications. Four books introduce experience-based learning and provide opportunities to practice and develop related skills. And a *Coordinator's Handbook* offers guidelines for staff-development programs.

An accompanying color videotape, "In Addition to the Classroom," describes experience-based activities and programs, and illustrates the functions of planning, monitoring and evaluating. Also described are activities for secondary, post-secondary, and internship programs.

The five publications are sold as a set for $13.50. To order them or to obtain more information on the availability of the videotape, write Ann Sarmento, Order Department at FWL, 1855 Folsom St., San Francisco, CA 94103.

HANDBOOKS PROMOTE CAREER ED EVALUATION

Five handbooks to improve evaluation of career education programs are now available.

Developed by the National Center for Research in Vocational Education, Ohio State University, the handbooks address the career education evaluation needs of local, state and federal personnel. They contain ideas, checklists, abstracts of instruments, resources, and bibliographies developed with the help of career educators. Each handbook is described briefly:

- ☐ *Assessing Experiential Learning in Career Education* (RD 165, $7.75) offers step-by-step guidelines that explain methods of evaluating experiential learning programs.
- ☐ *Career Education Measures: A Compendium of Evaluation Measurements* (RD 166, $17) includes more than 200 abstracts of career evaluation tools for children and adults.
- ☐ *A Guide for Improving Locally Developed Career Education Measures* (RD 167, $3.80) provides step-by-step help in developing, adapting, and improving evaluation instruments.
- ☐ *Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists* (RD 168, $6.75) assists in planning and conducting evaluations that yield information necessary for improving local programs.
- ☐ *Using Systematic Observation Techniques in Evaluating Career Education* (RD 169, $4.50) focuses on observing, interviewing, and gathering data unobtrusively.

Sponsored by the National Institute of Education, the series was developed by the Ohio State Center's Evaluation and Policy Division (EDP). EDP helps local school districts and other public agencies design, obtain, and interpret the evaluation information needed to improve their services or products.

The handbooks may be purchased individually, or for $30 per set, from National Center Publications, 1960 Kenny Road, Columbus, OH 43210; 800/848-4815 or 614/486-3655. For more information about EDP services, contact Norval McCaslin, Program Information Office, at the same address.

SERIES ANSWERS QUESTIONS ABOUT P.L. 94-142

What are your obligations under P.L. 94-142 as administrator? As a special educator? As a paraprofessional? How can you improve the skills you need to implement P.L. 94-142 (Education for All Handicapped Children Act of 1975)? Which resources can help?

These and other questions are answered in three new handbooks prepared by Research for Better Schools (RBS) for the Bureau of Education for the Handicapped. The volumes complete a series begun in 1978 with a handbook for teachers. The new handbooks are geared toward administrators, special educators, and paraprofessional and support staff.

Each field-tested volume contains a brief history of the law and an explanation of its key provisions; a question and answer section made up of the most frequently asked questions about P.L. 94-142; activities to further readers' understanding of the law; and an annotated bibliography. Titles and prices are:

Clarification of P.L. 94-142 for the Administrator ($5)
Clarification of P.L. 94-142 for Paraprofessional/Support Staff ($3)
Clarification of P.L. 94-142 for the Special Educator ($5)
Clarification of P.L. 94-142 for the Classroom Teacher ($3)

The entire four volume set can be purchased for $15; multiple copies are available at reduced rates. All orders under $25 must be prepaid. Order from the Office of Public Information at RBS, 444 N. Third St., Philadelphia, PA 19123. A free brochure is also available.

R&D HAPPENINGS

PUBLICATIONS FEATURE WOMEN AND EDUCATION

A number of new publications are available from the Women's Educational Equity Communications Network (WEECN), Far West Laboratory (FWL).

- ☐ *Continuing Education: Re-entry and the Mature Woman* ($2.50) cites research studies, counseling resources, journal articles, and programs concerning older women students and continuing education personnel.
- ☐ *Directory of Organizations Working for Women's Educational Equity, 1980 Edition* ($6) supplies information on more than 350 national and regional organizations and lists some 65 directories of resources on educational equity.
- ☐ *Hispanic Women and Education* ($2.50) lists journal articles, statistical profiles, and curriculum materials on Hispanic women in the United States including their roles in education, labor, and society. Also listed are Hispanic resource groups and organizations.
- ☐ *Rural Women and Education* ($2.50) discusses rural women from historical and contemporary perspectives including their roles and aspirations in the work force. Published in conjunction with the ERIC Clearinghouse on Rural Education and Small Schools, the document lists periodicals, journal articles, research studies, and descriptions of organizations related to rural women.
- ☐ *Sex Stereotyping in Instructional Materials and Television: Awareness Kit* ($3.50) reviews how men and women are portrayed in these media. Designed for educators and parents to use with students, the kit includes activities to reduce the influence of sex stereotyping in instructional materials and television.
- ☐ *Women and Work — New Options: A Guide to Non-Print Media* ($4.75) is an illustrated listing of more than 100 non-print materials that show women in nontraditional occupations. Each entry provides information about the product's format, length, year, recommended age level, cost and availability.
- ☐ *Resource Roundups* are brief pamphlets that present up-to-date information about materials on specific topics. Single copies are available free, but a self-adressed, stamped envelope must be included for each one requested. These *Resource Roundups* are available:
  "Women in Educational Administration"
  "Girls and Women in Sports"
  "Disabled Women and Equal Opportunity"
  "Numerical Data Tapes Relevant to Women's Educational Equity"
  "Expanding the Options of Older Women"
  "Black Women and Education"
  "Designing a Women's Studies Program"
  "Asian/Pacific Women in America."

WEECN is funded by the U.S. Department of Education under the auspices of the Women's Educational Equity Act.

To order publications, or to obtain more information, contact WEECN at FWL, 1855 Folsom St., San Francisco, CA 94103.

AEL DEVELOPS WRITING SKILLS PACKAGE

The Appalachia Educational Laboratory (AEL) has been awarded a grant from the National Institution of Corrections to develop a writing skills training package for correctional personnel.

The materials will be designed for use by federal, state and local correctional agencies and tailored to the writing needs of staff with varying levels of responsibility.

The project, directed by Merrill Meehan, will produce 21 self-instructional packages, a trainers manual, and a program planning guide. For more information, contact him at AEL, P.O. Box 1348, Charleston, WV 25325; 304/344-8371 or 800/624-9120.

FWL LAUNCHES STUDY OF MENTORS

A new study at Far West Laboratory (FWL) will examine how adults serve as mentors to young people, ages 15-20.

The study, to be carried out by FWL's Experienced-Based Learning Program, will focus on the mentor and young person's relationship as it occurs in the adult's workplace. In other words, the assumption is that adults develop mentor relationships with students engaged in experience-based learning activities.

(In addition to providing the student with knowlege and skills, a mentor serves as a role model and as a facilitator of learning and personal growth.)

Directed by Robert Spotts, the FWL study will identify factors that help or hinder a successful relationship between a mentor and student. Using this information, the project will then provide guidance to volunteer adults who wish to become mentors in their workplaces.

The study, funded by the National Institute of Education, will rely on information gathered in interviews with adults and young people in work settings. Early contacts with mentors and students will be confined to California, Utah, and Nevada, but the study team is interested in learning about related research efforts and discovering workplace mentorship opportunities available.

For more information contact Robert Spotts at FWL, 1855 Folsom St., San Francisco, CA 94103; 415/565-3129.

BOOK INITIATES SERIES ON TESTS

The first volume in a series of books on criterion-referenced tests (CRTs) is available from the Center for the Study of Evaluation, University of California, Los Angeles (UCLA).

Developed by the UCLA Center's Test Evaluation Project, the book is a collection of resources for educators who use tests, develop testing programs, and need to remain informed about advances in educational testing. The volume, *CSE Criterion-Referenced Test Handbook*, contains these sections:

- ☐ "Basic Concepts and Issues" (contrasts CRTs with the standardized, norm-referenced approach)
- ☐ "Introduction to the Test Reviews" (introduces test reviews, provides a framework for evaluating CRTs, and describes the importance of 21 test characteristics)
- ☐ "CSE Criterion-Referenced Test Reviews" (describes the nature and quality of CRTs and provides descriptive and evaluative reviews)
- ☐ "How to Select Tests: Locating Tests and Comparing Their Technical and Practical Features"
- ☐ "How to Select Tests: Comparing Tests for Their Relevance to a Given Curriculum"

The book may be obtained for $8 (prepaid) from the UCLA Center, 145 Moore Hall, Los Angeles, CA 90024; 213/825-4711.

CATALOG OUTLINES EXEMPLARY PROGRAMS

The seventh edition of *Educational Programs That Work* has been released. The catalog describes 227 exemplary education projects.

The projects, which include both products and practices, were developed by local school districts, intermediate and state agencies, colleges and universities, and educational r&d organizations. Each has been validated as effective with specific groups of students by the Joint Dissemination Review Panel (JDRP) of the U.S. Department of Education. The JDRP reviews evidence of effectiveness of educational products and practices. Approval by the JDRP makes a project eligible for widespread dissemination by the Department of Education's National Diffusion Network.

The seventh edition of *Educational Programs That Work* includes descriptions of 13 new JDRP-approved projects: four in special education; three in career education; and one each in high school reading, reading readiness, elementary remedial reading, high school remedial reading, physical education, and health education for primary grades.

The catalog was developed by Far West Laboratory (FWL) with funds from the U.S. Department of Education. Copies are available for $5.50 (prepaid) from the Order Department at FWL, 1855 Folsom St., San Francisco, CA 94103.

TEXAS CENTER STUDIES PRINCIPALS

An investigation of how school principals facilitate change is underway at the Texas Research and Development Center for Teacher Education, University of Texas.

Previous Texas Center studies focused solely on the way teachers react to change. In contrast, the current one, directed by Gene Hall, will concentrate on principals and their effect on teachers as a school implements an educational innovation.

Hall and his colleagues will study the concerns principals have about their role, and how they and their staffs cope with change. Nine schools in California, Colorado, and Florida are participating in the study.

For more information about the project, contact Gene Hall at the Texas Center, Education Annex 3.203, University of Texas, Austin, TX 78712; 512/471-3844.

BIBLIOGRAPHY COVERS POLITICS OF EDUCATION

A bibliography on the politics of education has been published by the ERIC Clearinghouse on Educational Management, Center for Educational Policy and Management, University of Oregon.

The publication lists more than 1,200 works on educational governance and policy issues. It is divided into eight areas that cover such topics as elementary and secondary education, higher education, and general works on public policy. One section is devoted to specialized issues such as vouchers, desegregation, and sex discrimination. Each entry is cross-referenced and indexed by subject and author.

Commissioned by the Politics of Education Association, *The Study of Politics and Education: A Bibliographical Guide to the Research Literature* is authored by Anne Hastings. Copies may be obtained for $4.50 from the ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403.

R&D OUTCOMES

STUDY LINKS TEACHER CLARITY TO STUDENT ACHIEVEMENT

A recent study reveals that clear, organized teacher presentations are positively related to the amount of time students spend engaged in learning. And as a multitude of research data have shown, student engaged time is directly related to achievement.

Together these findings suggest, then, that improving clarity of teacher presentations is one way to increase student achievement. Earlier research, in fact, supports this conclusion.

The positive link between teacher clarity and student engaged time was found in a study at the Wisconsin Research and Development Center for Individualized Schooling, University of Wisconsin.

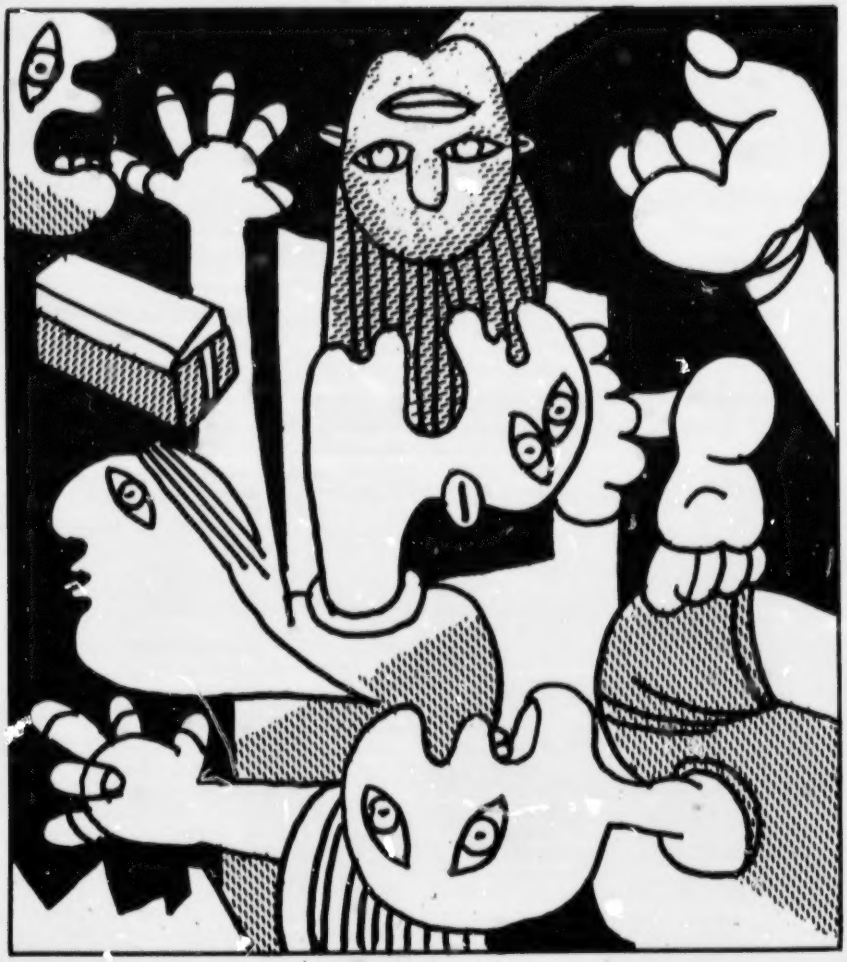
The researcher, Richard Carnahan, studied nine fifth-grade mathematics classes to determine what effect lesson planning by teachers has on classroom processes, including clarity of presentations. The nine teachers each taught the same materials for two weeks at the start of the school year. And each wrote lesson plans.

Carnahan also looked at the effect of providing teachers with information about their students' math aptitudes and with suggestions about how to motivate the students. For this purpose, he divided the teachers into three groups: one was given information about both aptitudes and motivational techniques; another was given aptitude data only; and the third was given neither type of information.

After the two weeks, students were tested for achievement, attitude, and perception of teacher clarity. Impartial observers also judged clarity as well as student engaged time.

The study found that while student engaged time was linked to clarity of presentation, quality of written plans was not. In other words, a good written plan did not necessarily yield a clear, organized presentation. In the report of the study, Carnahan suggested that prior experience may be more important to a clear presentation than written planning.

Carnahan also found that information about student aptitudes and suggestions about motivational techniques did not affect the quality of written plans. "It seems likely," he wrote, "that teachers develop both teaching and planning routines [that do] not allow



variation in planning format or content."

Student achievement, in contrast, was related to teacher information about aptitudes and motivational strategies in two ways:

- ☐ Students of teachers given aptitude information had higher scores than students of teachers who did not receive the information.
- ☐ Students of teachers provided with both aptitude and motivation information had higher achievement scores than students of the other teachers.

These findings indicate that teachers and students benefit from the provision of such information. "Information about students and specific procedures useful in the classroom may serve to focus instruction at an earlier time," Carnahan said, "thus allowing more time for meaningful instruction to occur."

Copies of Carnahan's report, *The Effects of Teacher Planning on Classroom Processes* (Technical Report 541), are available for $4.14 from the Center Document Service at the Wisconsin Center, 1025 W. Johnson St., Madison, WI 53706. Include check or purchase order.

RESEARCHERS SUGGEST WAYS TO REDUCE SCHOOL DISRUPTION

Specific suggestions for reducing school disruption have emerged from a study of teacher and student victimization in 600 schools. The study was conducted by the Center for Social Organization of Schools, Johns Hopkins University.

Researchers Gary Gottfredson and Denise Daiger found three school characteristics directly associated with school disruption:

- ☐ size and resources (total enrollment, number of different students taught by the typical teacher, and availability of teacher materials and equipment);
- ☐ clarity and firmness of school management; and
- ☐ cooperation between teachers and administration.

Community factors were also important. Teacher victimization rates were high in schools located in areas characterized by poverty, unemployment, and high proportion of female-headed families. They were also high where large proportions of the students were black, rated by teachers and principals as low in ability, and from families on welfare.

From the data, the Johns Hopkins Center researchers propose strategies that may reduce school disruption. One suggestion is to decrease the size of junior high schools. And in high schools, the researchers say, teachers should be exposed to fewer different students, possibly by structuring less rotation of students through classes.

Perhaps most important for secondary schools, in general, administrators and teachers should formulate clear rules, enforce them firmly and administer them equitably. Staff must, of course, ensure that students perceive this clarity, firmness, and equity.

Finally, the data indicate that remedying social ills in general — housing segregation, poverty, and unemployment — may have major consequences for school disruption.

The researchers stress that their findings and proposed stategies are a first step toward decreasing school disruption. The strategies must be empirically tested in schools. And ones that work must then be successfully implemented. Such a process will require the active cooperation of policy makers, administrators, teachers, the public, and evaluation researchers.

The full study report (192 pages, plus questionnaire appendices) is available for $7.50 from the Publications Department at the Johns Hopkins Center, 3505 N. Charles St., Baltimore, MD 21228; 301/366-3582.

PUBLICATIONS REPORT ON CLASSROOM MANAGEMENT

The results of a year-long study on how teachers establish order in their classes and maintain a productive learning environment are now available in a series of reports.

The reports, published by the Research and Development Center for Teacher Education, University of Texas,

are the product of classroom management and organization studies in more than 100 junior high classes. Title, authors, and report numbers are:

- ☐ *The Relationship of Teacher Perceptions to Classroom Processes and Student Outcomes* by B. Clements (R&D Report 6109)
- ☐ *Effective Management at the Beginning of the School Year in Junior High Classes* by C. Evertson and E. Emmer (R&D Report 6107)
- ☐ *Differences in Instructional Activities in High and Low Achieving Junior High Classes* by C. Evertson (R&D Report 6106)
- ☐ *Comparison of Heterogeneous and Homogeneous Junior High Classes* by J. Sanford (R&D Report 6108)
- ☐ *Beginning the School Year at Low SES Junior High: Three Case Studies* by J. Sanford and C. Evertson (R&D Report 6104)
- ☐ *Systems of Student Accountability for Written Work in Junior High English Classes* by M. Worsham and C. Evertson (R&D Report 6105)
- ☐ *Report of the Methodology, Rationale and Instrumentation of the Junior High Classroom Organization Study* by C. Evertson, E. Emmer and B. Clements (R&D Report 6100)

All reports are available free except the last one (R&D Report 6100), which is $9. Order from Communications Services at the Research and Development Center for Teacher Education, Education Annex 3.203, Austin, TX 78712.

VIDEOTAPE GIVES TEACHERS CLASSROOM MANAGEMENT TIPS

A new videotape shows teachers how to establish a productive learning environment and well organized class on the first day of school.

"The First Day of School: Effective Classroom Management in the Elementary School," is based on a series of research studies conducted by the Research and Development Center for Teacher Education, University of Texas. The studies confirm that effective teachers have a workable system of rules and procedures that they impart to their students during the first several weeks of school.

In fact, the Texas Center research reveals that good teachers don't tolerate or ignore students' inappropriate behavior from the first day of school on. (See article by E. Joseph Schneider in *Educational R&D Report*, Volume 3, Number 2.)

The videotape demonstrates how to establish teaching routines early in the year that prevent behavioral problems from occurring. It is a result of collaboration among the Texas Center's Classroom Organization and Effective Training Project, the Austin Independent School District, and the Association for Supervision and Curriculum Development (ASCD).

The videotape and an accompanying guide can be purchased for $230 ($195 for ASCD members) or can be rented for three days for $45 from ASCD, 225 N. Washington St., Alexandria, VA 22314; 703/549-9110.

EDUCATIONAL R&D REPORT

Non-Profit Org.
U.S. Postage
PAID
Washington, D.C.
Permit No. 77

EDITOR: MARY SAILY
ART DIRECTION: BURKEY BELSER
ASSISTANT EDITOR: CHERYL HOLMES

THIS PRODUCT HAS BEEN PRODUCED WITH SUPPORT FROM A SUBCONTRACT UNDER A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION, NATIONAL INSTITUTE OF EDUCATION. THE CONTENTS OF THIS PUBLICATION DO NOT NECESSARILY REFLECT THE VIEWS OR POLICIES OF THE NATIONAL INSTITUTE OF EDUCATION, OR THE U.S. DEPARTMENT OF EDUCATION, NOR DOES MENTION OF TRADE NAMES, COMMERCIAL PRODUCTS, OR ORGANIZATIONS IMPLY ENDORSEMENT BY THE U.S. GOVERNMENT.

005097 0
MASSANARI
ASSOC DIR
AMER ASSOC OF COLL FOR TCH EDU
ONE DUPONT CIR SUITE 610
WASHINGTON DC
20036

COUNCIL FOR EDUCATIONAL DEVELOPMENT AND RESEARCH 1518 K STREET, NW WASHINGTON, D.C. 20005